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ABSTRACT

This Critical Issue Bibliography (CRIB) Sheet focuses on the improvement of teaching and learning in higher education. The purpose of this CRIB sheet is to present resources that focus on improvement from a systems perspective, examining structural and cultural changes. The resources are grouped into these broad categories: (1) Administrative Structure and Culture; (2) Faculty Role, Structure, and Culture; (3) Assessment; (4) Quality Movement; and (5) Technology. A few general resources on improving teaching and learning are mentioned, and the annotated bibliography cites 49 resources, all of which are in the ERIC database. (SLD)

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Critical Issue Bibliography (CRIB) Sheet:

Improving Teaching and Learning

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What is an ERIC CRIB Sheet?

A Critical Issue Bibliography (CRIB) sheet is a selected bibliography on a topic of interest in the field of higher education. The majority of the literature cited in the bibliography is found in the ERIC Database, though some CRIB sheets also include other literature, such as selected Internet resources. CRIB sheets are updated annually.

Many of the issues discussed in one bibligraphy relate to another CRIB sheet topic. For example, the CRIB sheet on affirmative action is closely related to the CRIB sheet on creating a multicultural climate on campus. We have tried to note such connections in the bibliographies themselves; we encourage you not to see CRIB sheet topics as discrete and to explore several bibliographies on related topics.

This CRIB sheet was updated in December 2001.

Critical Issue Bibliography (CRIB) Sheet:
Improving Teaching and Learning

In a recent opinion piece in the *Chronicle of Higher Education*, Robert Diamond suggested that recent criticism about whether students are learning enough in college is the "result of professors and administrators (being unwilling) to confront fundamental--although certainly complicated-- issues about how to establish priorities and formulate coherent curricula" (August 1, 1997). He states that what is truly needed is broad curricular change that includes determination of learning outcomes; institutional commitment in terms of a change in reward systems, financial resources, and active administrative and technological support; faculty and administrators to engage the literature on curriculum design and student assessment; and coordination between departmental and institution-wide curricular changes.

Several of our Critical Issues Bibliographies -- Learning Communities, Collaborative Learning, and Technology in the Classroom -- review techniques or approaches to improve teaching and learning. The purpose of this CRIB sheet is to present resources that focus on improvement from a systems perspective, examining structural and cultural changes. This is the type of broad thinking about curricular change that is necessary to meet the challenges posed by Robert Diamond. Concepts such as "learning organization," "restructuring," and "quality" are interspersed in these resources. The literature discussing a broad-based approach to improving teaching and learning focuses on:

1. Administrative structure and culture
2. Faculty role, structure, and culture
3. Assessment
4. Quality movement
5. Technology

There are a number of general resources on improving teaching and learning. Examples of journals to consult include *Change*, *College Teaching*, *Innovative Higher Education*, *Journal of Excellence in College Teaching*, *Liberal Education*, and *New Directions for Teaching and Learning*. The National Teaching and Learning Forum newsletter is another good resource, as are the annual proceedings from the organization, Professional and Organizational Development (POD). POD also offers an annual conference and discussion list that may be helpful to readers.

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are updated annually; please contact us for an update or visit our Web site for the most current version.

Administrative structure and culture

ED433339
Sullivan, Susan, & Glanz, Jeffrey. (2000). *Supervision that improves teaching: Strategies and techniques.*
This book offers a plan for improved classroom practice through the supervisory process. It includes hands-on practices for developing a personalized supervision strategy, research-based and empirically tested strategies, field-tested tools and techniques for qualitative and quantitative observation, a comprehensive resource of traditional and alternative supervisory structures, and reproducible summary sheets, observation cards, and crib cards.

EJ573726
Johnstone, D. Bruce, & Maloney, Patricia A. (1998, Fall). Enhancing the productivity of learning: Curricular implications. *New Directions for Higher Education, 55*, 103, 23-34.
This article examines how the learning productivity approach to higher education attempts to gain productivity, not so much by reducing or cheapening inputs, but by enhancing higher education's major output: student learning.

ED428588
Lazerson, Marvin. (1998). *Discontent in the field of dreams: American higher education, 1945-1990.* Stanford, CA: National Center for Postsecondary Education, Stanford University.
This paper reviews the history of higher education since 1945 emphasizing its rapid growth in a changing American culture which has demanded greater access to higher education.

ED417679
Diamond, Robert M., & Adam, Bronwhyn E. (1998). *Changing priorities at research universities: 1991-1996.* Syracuse, NY: Syracuse University, Center for Instructional Development.
This report presents findings of a 1996-97 survey of 11 research and doctoral institutions to determine how faculty, department chairs, and academic deans perceive the balance between research and undergraduate teaching at their institutions.

EJ547598
Tinto, Vincent. (1997, Spring). Enhancing learning via community. *Thought & Action, 13*, 53-58.
Enhance student learning by exploring ways of organizing work, including reorganizing the curriculum and creating classrooms that promote collaborative learning experiences. Other methods include using forms of assessment that encourage shared discourse between faulty and students, and providing information of immediate use in learning.

ED408917
Chalmers, Denise, & Fuller, Richard. (1996). *Teaching for learning at university: Theory and practice*. Teaching and Learning in HE Series. London, England: Kogan Page Ltd.
Provides an overview of how universities can structure themselves and develop a culture that capitalizes on learning.

ED409802
Kanter, Sandra L., & Others. (1997). *Revitalizing general education in a time of scarcity: A navigational chart for administrators and faculty.* Needham Heights, MA: Allyn & Bacon.
This book is the outcome of a project that examined how colleges and universities have instituted and implemented changes in their general education program. The study involved a telephone survey and campus visits. The results indicate that the curriculum change process must be open and collaborative to ensure that the faculty will feel committed to the outcome. Administrators cannot carry out general education programs without faculty, and an open process helps to motivate faculty and encourages both administrators and staff to join in support.

EJ499688
Useem, Michael. (1995, Winter). Corporate restructuring and liberal learning. *Liberal Education, 81*, 18-23.
This paper contends that trends in business (restructuring, downsizing, decentralization, managerial empowerment, internationalization) strongly imply a need to restructure the college curriculum to provide future professionals with the skills and experience to meet multiple economic and organizational challenges. This means using a new learning model and emphasizing liberal learning.

ED416772
Ruppert, Sandra. (1994, June 30). *The new accountability: Policies to improve teaching and learning*. Denver, CO: Education Commission of the States.
This report describes activities and achievements of a project that examined state policies linking new accountability demands with improvements in college teaching and learning.

ED329152
Genthon, Michele, & Joscelyn, Mary K., (Eds.). *Administrative barriers to improving undergraduate education. Accent on improving, college teaching and learning*. Ann Arbor, MI: National Center for Research to Improve Postsecondary Education.
Using factor analysis, survey responses were reduced to nine general problems areas. In order of importance from most important to least, the problems identified were: financial support, faculty support systems, student limitations, student academic programs, support programs, academic administration, limitations of faculty, and academic constraints. Academic administrators can address these barriers by action such as working with other administers to develop budgets and set institutional priorities, and developing cooperative programs to improve the preparation of students before they reach college.

Faculty role, structure and culture

ED451764
Farquhar, Robin H. (2001). *Towards a strategy of teaching improvement in universities.* This essay considers strategies for the improvement of teaching in higher education, paying particular attention to the Canadian context for examples of practices that might be adapted to the Russian situation.

EJ591460
Dotolo, L. G. (1999). Faculty development: Working together to improve teaching and learning. *New Directions for Higher Education, 27,* 2, 51-57.
This article describes the evolution and implementation of the Summer Institute on College Teaching, a faculty development program created by the Virginia Tidewater Consortium as part of a foundation-funded exercise through the Kansas City Regional Council for Higher Education. Guiding principles in program development and lessons learned are discussed.

ED434542
Prosser, M., & Trigwell, K. (1999). *Understanding learning and teaching: The experience in higher education.* Philadelphia, PA: Open University Press.
This book attempts to link research on college students' experience of learning with ideas from research on teachers' experience of teaching in higher education.

EJ591496
Petersen-Perlman, D., O'Brien, M., Carlson, H., & Hilsen, L. (1999, Apr). Choreographing partnerships: Modeling the improvement of teaching and learning. *Teaching and Learning in Higher Education, 4,* 2, 253-65.
This article describes the evolution of a partnership model to be applied to the teaching and learning process in a university setting. Themes emerging from the discussion are explored.

EJ588120
Feldman, K. A., & Paulsen, M. B. (1999, Sum). Faculty Motivation: The role of a supportive teaching culture [Motivation from within: Approaches for encouraging faculty]. *New Directions for Teaching and Learning, 78,* 71-78.
Identifies aspects of college culture that are supportive of teaching.

EJ575625
Colbeck, Carol L. (1998, Nov-Dec). Merging in a seamless blend: How faculty integrate teaching and research. *Journal of Higher Education, 69,* 6, 647-71.
Using direct observation and detailed activity accounts, a study documented how English and physics faculty at two universities accomplished teaching and research simultaneously.

ED421908
Cranton, Patricia. (1998). *No one way. Teaching and learning in higher education.* Ontario, Canada: Wall & Emerson, Inc.
This book attempts to address the needs of college and university instructors for an

integrative, comprehensive approach to teaching and learning in higher education. The book has two purposes: first, to place teaching and learning in higher education within a theoretical framework, and second, to provide practical strategies for teaching.

EJ575599
Gray, Tara, & Halbert, Sami. (1998, Fall). Team teach with a student: New approach to collaborative teaching. *College Teaching, 46*, 4, 150-3.
Discusses an approach to college instruction in which a faculty member designs a course, then teaches it with a student, evaluating the method in the context of other collaborative approaches that usually involve two-person faculty teams.

ED423743
Brockbank, Anne, & McGill, Ian. (1998). *Facilitating reflective learning in higher education*. England: Society for Research into Higher Education.
This book is intended to help teachers and college students promote more effective learning through development of critical thinking and reflective learning skills.

EJ584029
Chickering, Arthur W., & Kytle, Jackson. (1999, Spring). The collegiate ideal in the twenty-first century. *New Directions for Higher Education, 27*, 1, 109-120.
This article looks at the key ingredients to bringing universities into the twenty-first century. The discussion includes clear purposes, maximization of human interaction, pedagogies for active learning, recognition of individual differences, integration of academic and experiential learning, and high expectations.

ED428614
Carbone, Elisa. (1998). *Teaching large classes: Tools and strategies. Survival skills for scholars, volume 19*. Thousand Oaks, CA: Sage Publications.
This book deals with the challenges of teaching large classes at institutions of higher learning, and addresses such issues as how instruction can be personalized and made more interactive with large numbers of students.

ED412890
Gardner, John N., & Van der Veer, Gretchen. (1998). *The senior year experience. Facilitating integration, reflection, closure, and transition*. San Francisco, CA: Jossey-Bass, Inc.
The 17 monographs included in this collection are meant to assist faculty in guiding students through their senior year in college. It looks at when students need to enter the workplace or graduate school, and provides ideas on assessment, policy making, and program development.

EJ552402
Kuh, George D., & Vesper, Nick. (1997, Fall). A comparison of student experience with good practices in undergraduate education between 1990 and 1994. *Review of Higher Education, 21*, 43-61.
A study investigated whether college students' experiences with three good practices in

undergraduate education increased from 1990 to 1994. Good practices being faculty-student contact, cooperation among students, active learning.

ED381117
Seldin, Peter, & Others. (1995). *Improving college teaching*. Bolton, MA: Anker Publishing Co., Inc.
This book provides practical, ready-to-use, research-based information to foster effective college teaching. Four sections group the papers under key headings (1) key influence on teaching quality; (2) programs to nontraditional teaching; (3) strategies for teaching improvement; and (4) approaches to nontraditional teaching. It contains 20 papers.

ED396615
Paulsen, Michael B., & Feldman, Kenneth A. (1995). *Taking teaching seriously: Meeting the challenge of instructional improvement.*
This digest is based on a longer report of the same title that was written in response to a celebrated address by K. Patricia Cross at the 1986 AAHE national Conference on Higher Education in Washington, DC. This digest summarizes current efforts to increase the quality of college teaching. The authors use a model that views strategies for improving instruction as motivation for individual faculty members to improve their teaching. The digest discusses utilizing varieties of informative feedback from colleagues and consultants, department chairs, students, and oneself that are facilitated by a supportive teaching culture.

ED403792
Bess, James L. (Ed.). (1997, June). *Teaching well and liking it: Motivating faculty to teach effectively*. Baltimore, MD: Johns Hopkins University Press.
The chapters in this publication address motivating productivity, teamwork with teachers, and behaviors. The book recommends that work on course portfolios be done privately rather than as a part of an organizational project, and that teaching philosophy be written last, not first. A two-year curriculum for developing a comprehensive teaching evaluation system based on portfolios is described.

EJ539511
Krochalk, Pamela C., & Hope, Ellen. (1995). A framework for integrating faculty discipline-related research with classroom teaching and learning. *Journal on Excellence in College Training, 6*, 3-15.
This discusses one classroom project and its framework for conducting discipline-related research through professor-student collaboration. Results of a survey of 225 undergraduate and graduate students in the clinical sciences, health sciences, and teacher education concerning their participation in the project showed a very positive response.

ED410801
Gibbs, Graham, & Jenkins, Alan, (Eds.). (1992). *Teaching large classes in higher education. How to maintain quality with reduced resources*. London, England: Kogan Page Ltd.

This publication seeks to give practical assistance to teachers and administrators responsible for teaching large classes at colleges and universities.

Assessment

ED452893
Krakauer, Renate. (2000). Criteria for a Learning College.
This document contains a self-assessment tool allowing colleges to measure themselves against the criteria for an ideal learning college and identify where to focus their efforts for improvement.

EJ595313
Young, S., & Shaw, D.G. (1999). Profiles of effective college and university teachers. *Journal of Higher Education, 70,* 6, 670-86.
This article discusses a study of 912 undergraduate and graduate students' ratings of previous instructors. Analysis of the data produced a model of teacher effectiveness with a high degree of predictive power.

EJ595271
Knapper, C., & Piccinin, S. (1999). Consulting about teaching: An overview [Theme issue]. *New Directions for Teaching and Learning, 79,* 3-8.
This introduction to a special issue on using consultants to improve teaching in higher education considers the origins and rationale for instructional consulting, raises some questions about the conceptual underpinnings for consulting practice, examines who offers and who sells consultation, and urges training in consultation skills and greater accountability.

ED431381
Blimling, G. S., Whitt, E. J., & Associates. *Good practice in student affairs: Principles to foster student learning.* San Francisco: Jossey-Bass, Inc.
This book, based on the conclusions of a study of practices in college student affairs, presents nine papers which identify the best practices in student affairs, review research used to define the best practices, and give examples of how to use these practices in the field.

EJ577640
Cross, K. Patricia. (1998, Fall). Classroom research: Implementing the scholarship of teaching. *New Directions for Teaching and Learning, 75,* 5-12.
Classroom assessment and research: An update on uses, approaches, and research findings.

ED415795
Volkwein, J. Fredericks, & Cabrera, Alberto F. (1997, November). *The undergraduate classroom experience: Factors associated with its vitality.* Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Albuquerque, NM.

This study examined factors in the undergraduate classroom experience that students associate with vitality in the classroom.

EJ539455
Cross, K. Patricia. (1996, Winter). Classroom research: Implementing the scholarship of teaching. *American Journal of Pharmaceutical Education, 60*, 402-07.
This publication discusses the role of classroom research in scholarship concerning learning and teaching at the college level. Identifies a shift from assessment for accountability to assessment for improvement to attention to roles to college faculty. Shows how use of classroom assessment techniques as part of a classroom research program can immediately improve teaching while developing the knowledge base.

EJ547649
Barrowman, Carole E. (1996, Winter). Improving teaching and learning effectiveness by defining expectations. *New Directions for Higher Education, 24*, 103-14.
A look at the way defining expectations can lead to better classroom teaching and improved student learning.

ED363230
Banta, Trudy W., & Others. (1993, October). *Making a difference: Outcomes of a decade of assessment in higher education*. San Francisco: Jossey-Bass Publishing.
This five-part volume presents a comprehensive collection of 24 accounts of campus assessment practices by the individuals who developed and implemented them. Part One presents the stories of five institutions in which assessment has affected a marked change in the way faculty and staff do their work. Part Two describes some of the broad approaches to assessing institutional effectiveness. Part Three contains chapters that describe specific methods that can be used in a variety of college settings. Part Four presents information on some strategies that have not yet been applied broadly, but show promise for increased application in the future. Part Five demonstrates the power of external pressures.

ED392375
Gibbs, Graham, Ed. *Improving student learning through assessment and evaluation*.
This book contains 40 papers from an international symposium on improving the quality of higher education teaching and learning. Part One contains three papers on using research to evaluate and improve learning. Part Two contains 10 papers on using assessment to improve student learning. Some topics addressed include qualitative changes in learning and teaching through records of student achievement, using records of professional development, portfolios, critical theory and practice, hierarchical teams, innovative assessment, experimental learning, assessment in art and design, and using evaluation to improve student learning on topics. Part Three contains 10 papers on evaluation to improve student learning on topics such as meeting students' perceived needs and preferences. Part Four contains 17 papers on improving thinking and learning skills. Most papers contain extensive references.

Quality

EJ602935
Subotnik, Rena F. (Ed.). (2000). Teacher quality: A forum. Special section. *Educational Horizons, 78*, 3, 112-42.
Includes 15 articles by legislators, professional associations, and experts addressing issues of teacher professional development, the state and federal government's role, the effect of teacher quality on educational reform, and the use of standards.

EJ595306
Faust, J.L., & Paulson, D.R. (1998). Active learning in the college classroom. *Journal on Excellence in College Teaching, 9*, 2, 3-24.
This article presents a catalog of active-learning techniques aimed at fostering student learning in the context of a lecture course. Barriers to implementing active learning and some solutions are explored. Personal experience with the techniques are also discussed.

EJ575647
Gibbs, Graham. (1995). The relationship between quality in research and quality in teaching. *Quality in Higher Education, 1*, 2, 147-57.
This report argues that quality in faculty research does not translate directly into quality in teaching, and industrial modes of quality assurance involving strong central management control are inappropriate for universities.

ED369347
Lewis, Roger. (1993, December 16). *Quality assurance in "new" methods of learning*. Paper presented at the Society for Research into Higher Education Conference.
This paper, written from a British perspective, looks at "new" methods of learning that are transforming higher education teaching and learning. It also examines some issues in quality control that arise from these rapid changes. The author notes that, in the past, new methods have often mistakenly been hailed as the panacea of current educational problems but have been applied on a relatively small scale. Though these innovations are no longer "new", they are now possible to implement on a much larger scale, helping to create a significantly different learning environment.

ED363214
Hubbard, Dean L., (Ed.). (1993). *Continuous quality improvement: Making the transition to education*. Quincy, MA: Prescott Publishing Co.
A collection of 27 case studies by educational and industrial leaders describing the implementation of specific Total Quality Management techniques which have demonstrated their value.

EJ412354
Collins, Aaron. (1990, May/June). Quality control as a model for education: It would improve our output. *Engineering Education, 80*, 470-71.
This article discusses the principles of quality control which may be applied to the process of education and to teaching.

ED381056
Seymour, Daniel. (1995). *Once upon a campus: Lessons for improving quality and productivity in higher education*. American Council on Education. Available from: Oryx Press.
This book addresses the issue of improving performance in higher education, not only from the perspectives of professors and administrators, but also from the perspectives of a wide range of stakeholders, including students, industry, parents, and political leaders. It proposes a performance uniformity concerning improving quality and productivity. This framework includes five components. Within the context of this framework, the book prescribes a series of 14 lessons to help make continuous improvement, both institutionally and personally.

Technology

ED443382
Kennedy, Cathleen. (2000). *Implications for new pedagogy in higher education: Can online technology enhance student engagement & learning?*
This paper describes the author's research on online higher education. Engagement, online technology, and learning are introduced as three components of online education. The following two research questions are presented: To what extent can we discover factors or dimensions of learning predictive of success in online courses? and To what extent can student achievement in online courses be improved through specific pedagogies used in online courses?

ED409825
Forsyth, Ian. (1996). *Teaching and learning materials on the Internet*. London, England: Stylus Publishing, Inc.
This book examines the educational and administrative considerations involved in delivering educational and training course materials through the Internet.

EJ495030
Sliwa, Steven. (1994, November/December). Re-engineering the learning process with information technology. *Academe, 80*, 8-12.
This article suggests that, although advancing information technology is regarded as a boon for institutional administration, it has yet to be fully utilized for improving learning in higher education.

ED329246
Dillon, Connie L., & Others. (1990, April). *Improving teaching at a distance: Print materials from a four part television series on distance education and a guide to resources*. Oklahoma State University: Education Extension.
This document is made up of a four-part description of a television series and a resource guide. The sections of the first document contain written goals and objectives, a timeline, a list of references, and evaluation instruments. The resource guide contains references and information about instructional communications.

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